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ABSTRACT

These eight fact sheets, which are intended for teachers, administrators, and others interested in adult basic education and adult literacy, cover a wide range of topics related to adult learning and literacy. This document contains revised versions of fact sheets 0, 3, 6, 7, 12, 14, 16, and 18. The following are among the topics discussed on the individual fact sheets: "The Federal Adult Education and Literacy Program" (basic grants to states, national program); "Adult Education for Limited English-Proficient Adults" (clients served, rationale for English literacy programs, types of instruction offered, ways students are assessed, recent developments and trends, available resource materials); "The Division of Adult Education and Literacy Clearinghouse" (purpose, sponsor, services, publications, newsletter, research update, dissemination activities, access, facts line); "Literacy Education for Older Adults" (funding and eligibility, participation, states' involvement, resources); "Adult Secondary Education" (Adult Secondary Education Program, the General Educational Development diploma, National External Diploma Program, Carnegie Unit Programs); "Family Literacy" (program characteristics, participation, rationale for parent involvement, available resources); "Workplace Education" (characteristics, participation, rationale, program development, demonstration models, available resources); and "Instructional Technology" (definition, value in adult education and adult literacy programs, resources for practitioners interested in using technology in adult education). Several of the fact sheets include lists of additional sources of information. (MN)

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Fact Sheet 0

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

The Federal Adult Education and Literacy Program

The Assistant Secretary for Vocational and Adult Education coordinates all adult literacy related programs and policy initiatives in the U.S. Department of Education.

The Division of Adult Education and Literacy, in the Office of Vocational and Adult Education (OVAE), administers the **Adult Education and Family Literacy Act**, Title II of Workforce Investment Act of 1998 (P.L. 105-220). The Adult Education and Family Literacy Act is the Department's major program that supports and promotes services for adults who are educationally disadvantaged. The Division maintains cooperative and consultative relations with Federal, State and local agencies that provide basic skills services. It maintains a Clearinghouse that offers national information resources on issues and trends in adult education and literacy, publishes a newsletter, the ***A.L.L. Points Bulletin***, and reports on promising practices in adult education.

Basic Grants to States

The program of Basic Grants to States is the major source of Federal support for basic skills programs. The purpose of the program is to provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

Basic Grants to States are allocated by a formula based upon the number of adults, age 16 and older, who have not completed high school in each State and who are not currently enrolled in school. States distribute funds to local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations of demonstrated effectiveness, volunteer literacy organizations of demonstrated effectiveness, institutions of higher education, public or private nonprofit agencies, libraries, public housing authorities and institutions that have the ability to provide literacy services to adults and families and a consortium of the agencies, organizations, institutions, libraries, or authorities described above.

Local programs of instruction emphasize the acquisition of basic skills including: reading, writing, computation, communication and problem solving.

Courses on instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Literacy (formerly English as a Second Language).

Information on the basic grants in each state is available from the state director of adult education. A ***List of State Directors of Adult Education*** is available from the DAEL Clearinghouse. It may also be obtained by calling DAEL's FactsLine service and requesting FactsLine document number 02003 (refer to the information block on back).

The 1999-2000 Program Year budget for the Adult Education Basic Grants to States totals $365 million.

National Program

The National Program provides funding to enhance the quality of adult education and literacy programs nationwide. Current projects include: a national study of "what works" for adult adults participating in English Literacy programs (formerly English as Second as a Second Language), an evaluation of effective adult basic education programs and practices, a project to improve the effectiveness of the demonstration and staff development activities, three adult literacy technology projects, development of a national reporting system, and support of local program implementation of program accountability provisions. The National ESL Clearinghouse on Literacy Education (NCLE) receives a portion of its support through the National Program. A description of the funded projects is available from the DAEL Clearinghouse (***Putting Research Results to Work: A Guide to the Adult Education National Program***).

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The Adult Education and Family Literacy Act continues to authorize the National Institute for Literacy established under The National Literacy Act of 1991. The Institute's purpose is to improve and expand the system for the delivery of adult education and literacy services. Funds to support the National Institute for Literacy are included in the Department's funding for research and evaluation.

National Program funding for Program Year 1999-2000 totals 14 million, 6 million of which will support the National Institute for Literacy.

Additional Resources

The following resources may be requested from the DAEL Clearinghouse.

A-1 ***The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998***

A complete list of materials from the Division of Adult Education and Literacy Clearinghouse is available by asking for the ***Bibliography of Resource Materials***. Documents with FactsLine ordering numbers may be obtained by calling our FactsLine automated document request service (refer to the information block).

For Additional Information Contact:

Division of Adult Education and Literacy
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FactsLine
24 Hour Automated Document Request Line
(202) 401-9570

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http://www.ed.gov/offices/OVAE

Fact Sheet 3

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

Adult Education for Limited English Proficient Adults

Who Is Served?

Adults and out-of-school youth who are at least 16 years of age or older, beyond the age of compulsory school attendance, and who do not have a secondary school diploma or its equivalent are eligible to participate in English Literacy programs funded under **Title II of the Workforce Investment Act of 1998, P.L. 105-220**. English Literacy programs are designed to help individuals of limited English proficiency achieve competence in the English language. Individuals of limited English proficiency are those who have a limited ability in speaking, reading, writing, or understanding the English language; whose native language is a language other than English; or who live in a family or community where a language other than English is the dominant language.

In Program Year 1997, more than 4 million adults participated in the Federal Adult Education program. Enrollment in classes for limited English proficient adults increased from 396,000 in 1980 to over 1.8 million in 1997. Student enrollments,class sizes, and waiting lists continue to increase throughout the country, especially in California, Florida, Texas, New York, New Jersey, and Illinois where more than 80 percent of the limited English proficient adults reside. Currently, the single largest language group served in English Literacy classes is Hispanics, who represent 40 percent of the total adult education enrollment. Asians, the other major group, represent 12 percent of the total participants in the program. Adult Education participants come from a broad array of cultural, educational, and economic backgrounds. Participants include immigrants, permanent residents, refugees, migrant workers, have few years of formal schooling from their home countries.

Why Are English Literacy Programs Needed?

According to the 1990 Census, 25.5 million adults in the United States speak a language other than English. Of those, over 5 million indicate that they speak English "not well" or "not at all." The number of immigrants who have difficulties speaking English may be much higher than what was reported by the Census. Because of their limited English skills, some non-English speakers are often confined to employment in entry levels or are unable to participate fully in an English language speaking society. Limited English proficient adults enroll in classes to improve their English skills to help obtain employment or to get promoted in their jobs, to assist their children with schoolwork, or to increase their own confidence and self-esteem as family members, productive workers, and community members.

What Type Of Instruction Is Offered?

Language and literacy teachers and administrators support instruction that is learner centered and meets the needs of individual learners. A variety of approaches, techniques, and technologies are used in the teaching and learning process. In most cases, instruction is provided for beginning literacy, beginning, intermediate, and advanced levels with specified goals, measurable objectives, and outcomes for each level.

Most of the approaches to teaching English literacy classes focus on language functions, communicative competence, and grammatical forms or structures. Listening, speaking, reading and writing skills are taught using instructional materials with a life skills content, especially for beginning level learners. Program offerings vary and may include courses in citizenship, English literacy, basic skills, workplace literacy, and family literacy.

How Are Students Assessed?

Most instructional programs assess student needs and progress at regular intervals. A needs assessment examines literacy skills, English skills, the literacy context in which the student lives and works, and what the student wants and needs to learn.

Needs assessments focus on students' goals, abilities, proficiencies, and accomplishments using a variety of formal and informal assessment measures. The Basic English Skills Test (BEST), and the Comprehensive Adult Student Assessment System (CASAS) Life Skills Listening Instrument are tools used in many programs. Informal instruments include such alternative assessment tools as observations, checklists, portfolios, and performance tests. Practitioners agree that no single assessment instrument currently exists

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that adequately measures student proficiency and ability levels. Therefore, a number of different assessment instruments must be used to measure student progress and achievements.

What Are Some Current Developments And Trends In English Literacy Programs?

The demand for citizenship preparation is a growing trend in many states. Student enrollments, class sizes and waiting lists continue to increase throughout the country. Many programs are developing curriculum frameworks, performance standards, and criteria to improve program practices for adult learners. Others are restructuring curriculums to focus more on employability or life skills and providing more English literacy classes at worksites. Some programs have a greater focus on professional development opportunities in such areas as technology, distance education, citizenship process, assessments, multi-level classes, and instructional strategies. The research agenda for Adult English Literacy programs includes two priorities: development of assessment tools to measure learner progress and achievement and how the programs impact the lives of the learners who participate in them.

Where Can I Find Resources For English Literacy Programs?

Listed below is a selected list of organizations that provide information, materials, and research on Adult English Literacy programs.

- **National Clearinghouse for ESL Literacy Education (NCLE)**
  Center for Applied Linguistics
  4646 40th Street, NW
  Washington, DC 20014
  (202) 362-0700, ext. 200
  http://www.cal.org/ncle

- **Teachers of English to Speakers of other Languages (TESOL)**
  1600 Cameron Street, # 300
  Alexandria, Virginia 22314
  (703) 836-0774
  http://www.tesol.edu

- **ERIC Clearinghouse on Adult, Career, and Vocational Education**
  Ohio State University
  1900 Kenny Road
  Columbus, OH 43210
  (800) 848-4815
  http://ericacve.org

- **Illinois ESL Adult Education Service Center**
  1855 Mt. Prospect Road
  Des Plaines, IL 60018
  (847) 803-3535
  E-mail: sbarauski@irc_desplaines.org

- **Comprehensive Adult Student Assessment System (CASAS)**
  8910 Clairmont Mesa Blvd.
  San Diego, CA 92123
  (619) 292-2900
  http://www.casas.org

- **Literacy Assistance Center, Inc.**
  84 William Street, 14th Floor
  New York, NY 10038
  (212) 803-3300
  http://www.lacnyc.org
  E-mail: lacnyc@aol.com

- **National Clearinghouse for Bilingual Education**
  1118 22nd Street, NW
  Washington, DC 20037
  (202) 467-0867
  http://www.ncbe.gwu.edu
  E-mail: askncbe@ncbe.qwu.edu

- **The Staff Development Institute for California Adult Education**
  9738 Lincoln Village Drive
  Sacramento, CA 95827
  (916) 228-2640
  E-mail: sdi@otan.dn.us

- **National Center for the Study of Adult Learning and Literacy (NCSALL)**
  Office for Sponsored Research
  1350 Massachuetts Avenue
  Holyoke Center, 4th Floor
  Cambridge, MA 02138
  (617) 495-4843
  http://hugsel.harvard.edu/~ncsall
  E-mail: ncsall@hugsel.harvard.edu

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http://www.ed.gov/offices/OVAE

Fact Sheet 6

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

The Division of Adult Education and Literacy (DAEL) Clearinghouse

Purpose

The DAEL Clearinghouse was established in 1981 to link the adult education community with existing resources in adult education, provide information which deals with State-administered adult education programs funded under the **Adult Education and Family Literacy Act**, Title II of the Workforce Investment Act of 1998 (P.L. 105-220) and provide resources that support adult education activities.

Sponsor

U.S. Department of Education, Office of Vocational and Adult Eduction (OVAE), Division of Adult Education and Literacy, (DAEL).

Services

The DAEL Clearinghouse responds to requests for information on adult education and literacy related issues. It provides referral services, produces and disseminates publications, and operates an automated document retrevial service.

Publications

More than 400 documents are available for dissemination including: The Adult Education and Family Literacy Act; fact sheets on adult education; directories on various programs and resources; literacy materials; papers on selected adult education subjects; selected curricula, handbooks, and program guides. Materials disseminated from the Clearinghouse include those that were produced by OVAE staff, produced under contract with the Department, or publications reproduced from other organizations. Materials are included on a wide range of subjects, such as:

- Adult Secondary Education
- Workplace Education
- Correctional Education
- Technology
- Adults with Disabilities/Special Learning Needs
- English Literacy (Formerly English as a Second Language)
- Family Literacy
- Older Persons
- Staff Development
- Volunteers
- Education for the Homeless
- Adult Basic Education Programs
- Literacy Programs

The Clearinghouse produces a ***Bibliography of Resource Materials*** that lists all documents currently available for dissemination.

Newsletter

The Clearinghouse disseminates the ***A.L.L. Points Bulletin*** newsletter published by the Division of Adult Education and Literacy. The ***A.L.L. Points Bulletin*** focuses on areas of interest in adult education and literacy. To receive a free subscription to the newsletter, write and ask to be placed on the mailing list.

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Resource Update

A publication titled **Resource Update** which lists order numbers, bibliographic information, and a brief summary of resources recently added to the Clearinghouse collection is sent quarterly to Clearinghouse clients. To receive this mailing, ask to be placed on the Clearinghouse mailing list.

Dissemination Activities

The Clearinghouse disseminates information in response to requests from the field. Materials are also disseminated through conferences and meetings and by targeted mailings.

Access

- All Clearinghouse materials and services are free of charge.
- Requests for information or single copies of documents may be sent in writing to the address below. To expedite processing, please enclose a self-addressed mailing label.
- The Clearinghouse is open to the public from 8:00 a.m. to 4:00 p.m. daily. It is located at 330 C Street, SW, Washington, D.C., Room 4414.
- Requests may be sent via E-mail to: kiawanta_hunter@ed.gov
- Fact Sheets and other selected Clearinghouse publications are available for viewing and down loading on the DAEL home page at: http://www.ed.gov/offices/OVAE/adusite.html

FactsLine

The Division of Adult Education and Literacy Clearinghouse has an automated document request line. Get information fast, 24 hours a day, on topics such as: adult education research, family literacy, workplace literacy, the National Adult Literacy Survey, volunteerism, technology, staff development, and much more!!

You may call using any touch tone phone and request information by entering the document number. Your request will be instantly sent to the fax number you provide.

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(202) 401-9570

Request an index of available documents and document numbers by pressing 1 at the voice prompt.

Note: You pay only for the initial phone call through your regular phone service. Faxing of the documents is free of charge and will not appear on your phone bill.

For Additional Information, Contact:

Rickie Gallmon, or Kiawanta Hunter (Kiki)

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Fact Sheet 7

ADULT LEARNING & LITERACY
Clearinghouse

January 1999

Literacy Education for Older Adults

Funding and Eligibility

The Federally funded, State-administered adult education program authorized under the **Adult Education and Family Literacy Act**, Title II of the Workforce Investment Act of 1998 (Public Law 105-220), provided nearly $248 million to the 57 States and outlying areas for program year 1997. In addition to the Federal contribution, States will contribute over $955 million to operate adult education programs. These programs provide services to adults who are 16 years of age and older who are beyond the age of compulsory school attendance under State law, and lack sufficient educational skills to function effectively in today's society. Adult Basic Education, Adult Secondary Education and English as a Second Language classes were offered to older adults through local education agencies, community colleges, nursing homes, senior centers, private homes, and community based organizations, churches, and libraries.

Participation

Of the 41,399,000 adults 60 years of age and over in the United States, 8,900,000 have had 8 years of schooling or less (1990 census data). This figure is an increase in the number of 60 plus with eighth grade attainment and less, up from seven million from the 1980 Census.

More than 4 million adults were served in the adult education program in 1997. Of this number, 234,079 were 60 years of age or older as compared to 475,073 served in the 45-59 age group. Approximately 709,000 or about 18 percent of all persons served in adult education programs were 45 years of age or older.

The Federal adult education program addresses the needs of older adults by emphasizing functional competencies and grade level progression, from the lowest literacy level to providing English as a Second Language instruction, through attaining the General Educational Development (GED) Certificate. States operate special projects to expand programs and services for older persons through individualized instruction, use of print and audiovisual media, home-based instruction, and curricula that is focused on coping with daily situations. Maintaining health, managing money, using community resources, understanding government, and participating in civic activities are common topics for discussion.

States' Involvement

During Program Year 1997, six states served a significant number of older persons:

California	109,552
Florida	39,789
Texas	7,976
New York	7,210
Hawaii	7,205
South Carolina	6,720

Resources

The Directory of Resources for Older Persons provides information on various services that are available for older persons. The successful delivery of these services is dependent on coordination and collaborative efforts with agencies and organizations. Literacy educaction, legal rights advocacy, housing, health, personal enrichment, nutrition, transportation, and volunteerism are among the topics described in the Directory.

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Participation of Adults Age 60 Plus in Adult Education Programs 1997

State or Other Areas	Adults Age 60 Plus
Alabama	2,451
Alaska	551
Arizona	1,416
Arkansas	2,874
California	109,552
Colorado	411
Connecticut	1,081
Delaware	107
District of Columbia	57
Florida	39,789
Georgia 2	2,193
Hawaii	7,205
Idaho	132
Illinois	4,060
Indiana	682
Iowa	6,505
Kansas	423
Kentucky	572
Louisiana	556
Maine	507
Maryland	996
Massachusetts	1,032
Michigan	2,352
Minnesota	1,671
Mississippi	602
Missouri	1,383
Montana	152
Nebraska	150
Nevada	271
New Hampshire	125
New Jersey	1,736
New Mexico	852
New York	7,210
North Carolina	3,377
North Dakota	88
Ohio	2,934
Oklahoma	693
Oregon	408
Pennsylvania	2,288
Rhode Island	188
South Carolina	6,720
South Dakota	47
Tennessee	2,522
Texas	7,976
Utah	465
Vermont	168
Virginia	1,177
Washington	1,840
West Virginia	297
Wisconsin	1,083
Wyoming	63
Puerto Rico	2,058
Guam	5
Northern Mariana Islands	0
Virgin Islands	56
TOTAL:	**234,079**

For Additional Information, Contact:

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Fact Sheet 12

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

Adult Secondary Education

The Adult Secondary Education Program

The Adult Education and Family Literacy Act of 1998 does not specify any percentage for State allotment for Adult Secondary Education (ASE) programs. Previously, under the Adult Education Act (Public Law 100-297) as amended by the National Literacy Act of 1991 (Public Law 102-73), State education agencies could not use more than 20 percent of their Federal allotment for ASE programs. In Fiscal Year 1998, adult education programs had an enrollment of 4 million adults.

Individual goals are set by each participant as he or she enrolls in the program; most would agree that obtaining a high school diploma, or its equivalent, should become one of the most important goals for those participants who have not completed high school. Both research and practice suggest that this common perception is a sound one: a high school credential serves not only as a benchmark in the educational process but is a vital link to lifelong learning. High school completion is the objective of the Adult Secondary Education program.

Who are likely candidates for adult secondary education? They are students who did not complete high school and are aged 16 and older. According to the 1990 statistics of the U.S. Bureau of Census, they number more than 44 million adults.

Whatever their reasons for not completing a traditional high school education program, these adults are among the prime potential beneficiaries of lifelong learning. As demand has risen, states have responded by expanding program options. Currently the three most common adult secondary learning options are:

- the GED Tests;
- the National External Diploma Program (NEDP); and
- the Carnegie Unit Program.

The GED Tests and the NEDP are both national programs with established criteria, administered by the American Council on Education. Carnegie Unit Programs are designed by and offered through local school systems.

General Educational Development (GED) Diploma

A majority of all adult secondary education students are preparing for the GED Tests. The GED Tests are offered in each state through GED Administrators, who appoint GED examiners at the local level to actually administer the tests to students. Successful completion of the series of five tests (mathematics, interpreting literature, science, social studies, and writing skills) leads to a diploma of high school equivalency. The GED Testing program is responsible for one out of every seven high school diplomas awarded in the United States every year. The average age of GED graduates in the U.S. and it's territories was 25.

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National External Diploma Program (NEDP)

The National External Diploma Program is, like the GED Tests, a national program administered by the American Council on Education with established criteria for completion. It awards a traditional high school diploma to skilled adults, over age 21, who have acquired their high school level abilities through life experience. The average age of the EDP graduate is 37 years. The External Diploma process requires adults to demonstrate their ability in a series of simulations that parallel job and life situations, there are no required courses to complete. It is frequently the choice of adults for whom testing and curriculum-based classroom instruction have been barriers to high school completion. Adult abilities are evaluated against established national performance criteria instead of by comparison with others. The competencies they must demonstrate parallel those expected of a skilled employee as determined by the Workforce 2000 research, including oral and written communication, computation, and ability to manipulate and analyze data in context. The External Diploma Program (EDP) is based on an extensive pilot effort in New York State. The program has been implemented in 13 states and awarded more than 10,000 high school diplomas to adults.

Carnegie Unit Programs

Carnegie Unit Programs have no national administrative organization or criteria for completion. They are designed by and offered through local school systems. All require accumulation of units of credit based on a prescribed number of hours of classroom instruction. However, the number of classroom hours required to comprise a unit, as well as the number of units required to qualify for a high school diploma, may vary from state to state and even among local school systems. Many types of delivery systems have evolved for Carnegie Unit Programs.

Resources

- Additional information on adult secondary education programs is available from the State Director of Adult Education in your State. A list of State Directors is available from the Division of Adult Education and Literacy Clearinghouse.

- The GED Hotline: 1-800-62-MY-GED

- American Council on Education, External Diploma Program, One Dupont Circle, Washington, DC 20036-1193
(202) 939-9475

For Additional Information, Contact:

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Fact Sheet 14

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

Family Literacy

What are Family Literacy Programs?

Family literacy refers to a continuum of programs that addresses the intergenerational nature of literacy. Under the **Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998**, family literacy programs integrate (1) interactive literacy activities between the parent and child; (2) training in parenting activities; (3) literacy training that leads to economic self-sufficiency; (4) age appropriate education to prepare children for success in school and life experiences. The essence of family literacy is that parents are supported as the first teachers of their children. Programs work with individuals as well as with the family unit. While family literacy programs provide developmental experiences for young children, their parents are offered instruction in parenting skills and parental support to change patterns of family interaction. Some programs build literacy skills of parents and extend learning opportunities to include pre-employment and employment skills. Instructional approaches are modified appropriately to respond to the variety of cultures within each program. Family literacy programs vary from one community to another as each program works to meet the needs of the participants and the community as well.

Who Participates in Family Literacy Programs?

Participants in family literacy programs usually include children, single parents, or another close family member. In most programs, the term *parent* refers to anyone fulfilling the responsibilities usually associated with the parent of a child or children over a sustained period of time. Family literacy programs are often found as an integral component of larger adult education programs, while other family literacy services are offered as a separate program under adult education auspices. While many parents and their children participate in adult education programs that include a family literacy segment, there are additional families who participate in other federal programs within the U.S. Department of Education, such as the Even Start Family Literacy program and Title I of the Improving America's Schools Act. Still other participants may be found in Head Start programs under the U.S. Department of Health and Human Services' funding.

Why Should Parents Become Involved?

Emerging research studies assert that children's motivation to succeed in school is influenced by the educational achievement of their parents. Cognitive science research stresses the impact of the family and social environment on cognitive development and literacy acquisition of children. Parental involvement in their children's schools influences student achievement, attendance, motivation, self concept and behavior. Parents who read to their children, have books in their home, exhibit a positive attitude toward school and establish high achievement goals for their children tend to have higher achievers than parents who do not. Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the attitudes and abilities that keep them from breaking the cycle of illiteracy.

Where are the Resources?

State Directors of Adult Education

A list of State Directors and/or Family Literacy State Staff Specialists is available from the Adult Learning & Literacy Clearinghouse. A contact number can be found at the end of this Fact Sheet.

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Even Start Family Literacy Program
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
Patricia McKee, Group Leader
(202) 260-0991
(fax) (202) 260-7764
www.ed.gov/offices/OESE/CEP/programs.html#prog3

Compensatory Education Programs
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
Mary Jean LeTendre, Director
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(fax) (202) 260-7764
www.ed.gov/offices/OESE/CEP

Office of Bilingual Education and Minority Languages Affairs
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(fax)(202) 401-0596
www.ed.gov/inits/americareads

Head Start Program
Administration for Children and Families
U.S. Department of Health and Human Services
370 L'Enfant Promenade SW, 5th Floor East
Washington, DC 20447
Yvonne Howard, Program Specialist
(202) 401-4619
(fax) (202) 205-5887
www.acf.dhhs.gov/programs

Americorps Early Childhood Technical Assistance Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Betty McCloud, Early Childhood Coordinator
(800) 616-2242
(fax) (800) 716-2242

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
Sharon Darling, President
(502) 584-1133
(fax) (502) 584-0172
http://www.famlit.org

Barbara Bush Foundation for Family Literacy
1112 16th Street NW, Suite 340
Washington, DC 20036
Benita Somerfield, Executive Director
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(fax) 955-8084
http://www.barbarabushfoundation.com

American Foundation for the Blind
100 Peachtree Street, Suite 620
Atlanta, GA 30303
Frances Mary D'Andrea, Manager, National Initiative on Literacy
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Fact Sheet 16

ADULT LEARNING & LITERACY

Clearinghouse

January 1999

Workplace Education

What is Workplace Education?

Workplace education programs focus on the basic skills workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, communication and reasoning skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers and employees.

Who Participates?

Workers may be identified for participation in the programs by the employer, or they may identify themselves as interested in basic skills training. Workers may participate in programs to upgrade basic skills in order to deal with new technology or to transfer to new positions as old jobs are phased out. Other workers may receive English as a second language training to increase productivity or make them eligible for promotion. Workers also may learn speaking, listening, and problem-solving skills to maximize efficiency and participation in team work. Workplace education programs may be used to train new hires or may be used to train pools of applicants who will be screened for hiring by employers.

Why are Workplace Literacy Programs Needed?

A structural shift in the American economy from goods-producing to service-producing industries by the year 2000 will put most new jobs in management, sales and service. The number of minorities and women will increase as a percentage of the workforce, and these groups will need training to qualify for jobs requiring further education. In addition to upgrading their basic skills, workers will also need skills for team work, goal setting, problem solving, as well as participative management. Life cycles for products and processes have been shortened and future jobs may be restructured about every seven years. Continuous learning and reskilling will therefore be a top priority in order to develop qualified people for available jobs.

How are Workplace Education Programs Established?

Most workplace Education programs throughout the United States have been established without Federal assistance. Large businesses and industries frequently establish their own programs. Small organizations may pool resources to establish centers where training designed for a particular type of industry can be offered. Obtaining the cooperation of employee groups and designing a program to meet the mutual goals of employers and employees is essential. Programs are best presented as joint skill-development efforts, career enhancement programs, or other programs acceptable to adult learners in a working environment. Usually employers offer release time which employees match with an equal share of personal time devoted to training. Employers and employee groups work together to establish on-site or nearby training locations.

Demonstration Models

A number of model programs were funded under the National Workplace Literacy Program. Several documents are available from the DAEL Clearinghouse which outline stellar instructional models, curricula, professional development, and life-long learning modules that may serve as a guide for new programs. To order documents, please refer to the information block on the back.

The new **Workforce Investment Act of 1998**, which replaced the Adult Education Act, emphasizes work related programs and outcomes, but does not provide special funding for workplace education.

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What Resources are Available?

The Clearinghouse offers at no cost the following documents relating to workplace literacy:

BI-80 ***Annotated Bibliography of Workplace Literacy Materials.***

BI-78 ***Does Your Company Need a Workplace Literacy Program?***

BI-77 ***National Workplace Literacy Program: 1994 Award Abstracts.***

BI-88 ***Integrating ABE with Workforce Development and Workplace Change***

These documents may be ordered by sending a written request to the address below.

For Additional Information, Contact:

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Fact Sheet 18

ADULT LEARNING & LITERACY

Clearinghouse

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INSTRUCTIONAL TECHNOLOGY

What Is Instructional Technology?
Instructional technology most frequently refers to hardware, such as personal computers, CD-ROMs and multi-media, hand-held learning devices and software that are the instructional programs run on personal computers. It also includes distance learning modalities such as the Internet, videos, television, satellite, radio, cable, fiber optics shortwave and microwave and related technologies.

Why Should I Use Instructional Technology?
To Reach More Learners: Instructional technology increases learner access to instruction by eliminating or reducing scheduling, child care and transportation problems. Programs can reach adults living in remote areas.

To Provide Greater Instructional Flexibility: Individualizing instruction is easier with computers since materials and presentation formats can be customized to suit different learning styles, interests, or workplace needs. The images and sounds available via technology are of particular help to those adult learners who cannot read text well. Computers with digitized speech help English-as-a-Second Language learners with pronunciation and vocabulary. Technology can also help to accommodate the learning disabilities and physical disabilities of some learners. Use of technology also provides learners with a foundation for gaining the computer literacy skills they will need in the workplace.

To Motivate Learners: Technology affords more alternative ways of learning. Some learners acquire information and skills more quickly with the use of computers, videodiscs or other interactive technologies. Motivation can frequently be sustained with the use of computers and access to the Internet, since technology can be engaging and interesting. Also, technology provides instruction in a nonjudgmental atmosphere that provides immediate feedback on learning gains.

To Provide Skills Using the Internet: Through the use of computers, adult learners frequently have access to the information resources of the Internet. Skills in locating information electronically are increasingly an asset in the workplace.

Where Can I find Resources Concerning the Use of Technology?
A number of resources for teachers, administrators and others interested in using technology in adult education are available. A selected list of such resources follows:

- **Office of Vocational and Adult Education Homepage**

Information is provided about the federal adult education program, new initiatives and links to other relevant web sites.
http://www.ed.gov/offices/OVAE

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•ERIC Clearinghouse on Adult, Career, and Vocational Education

The Clearinghouse provides information on vocational and adult education for practitioners and researchers, including Digests which synthesize journal articles on specific topics.
http://ericacve.org

•National Institute for Literacy (LINCS)

The web site contains a bibliographic and full-text information system and a database of national and state literacy organizations. It also has literacy discussion forums in the areas of workplace literacy, family literacy, ESL, and adult literacy and learning disabilities.
http://novel.nifl.gov

•National Center on Adult Literacy (NCAL)

NCAL provides an electronic version of their newsletter, project information and reports produced by NCAL, a calendar of literacy events, and links to other web sites.
http://litserver.literacy.upenn.edu/ncal/index.html

•Outreach and Technical Assistance Network (OTAN)

OTAN provides technical assistance, electronic communication and access to information for literacy providers in California. In addition, it has a reference library, legislative information, and links to other adult education resources.
http://www.scoe.otan.dni.us/

• National Center for the Study of Learning and Literacy (NCSALL)

The goal of NCSALL is to help the field of adult basic education define a comprehensive research agenda; to pursue basic and applied research under that agenda; to build partnerships between researchers and practitioners; and to disseminate research and best practices to practitioners, scholars, and policy makers.
http://hugse1.harvard.edu/~ncsall

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